



Jefferson School

7500 W. Linne Rd
Tracy, CA 95304

Plan Period: 7/1/2017 - 6/30/2018

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EXECUTIVE SUMMARY

About This School

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

Areas of Analysis

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

Analyze Student Performance

Analyze Educational Practices

Analyze Instructional Programs

Education Improvement Goals

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

1.0 Increased Learning for All Students

Goal: 1.1 Increase Schoolwide ELA Proficiency

Goal: 1.2 Increase Schoolwide Math Proficiency

Goal: 1.3 Increase Redesignation Rate of ELs

Goal: 1.4 Increase Physical Fitness Proficiency

Goal: 1.5 Provide all students access to enrichment activities

2.0 Safe, Positive, Well-maintained Schools

Goal: 2.1 Maintain a Safe School Environment

Goal: 2.2 Well-maintained Facilities

3.0 Quality Staff Providing Quality Service

Goal: 3.1 Highly Qualified Staff

4.0 School/Home/Community Partnerships and Communication

Goal: 4.1 Increase Communication Among School, Home, and Community

Goal: 4.2 Increase Parent Education Opportunities

Plan Budget

Committees

Approvals and Assurances



ABOUT THIS SCHOOL

Jefferson School's Mission is to take collective responsibility to empower all students to reach their fullest academic, physical, and social potential. Jefferson School's Vision is to have every child prepared for higher education (college, career, and civic responsibility) by eighth grade. To fulfill this vision, Jefferson is committed to educating students to be competent in algebraic thinking, able to write and present persuasive arguments, read and have a deep comprehension of grade level fiction and texts, complete qualitative and quantitative research, and understand their role in our democracy. We are a values-driven school and our five core values include the following:

1. Be Responsible
2. Do Your Best Each Day
3. Think Before You Speak
4. Put Others First
5. Avoid Conflict

Jefferson School was founded in 1878 as a one room school house serving the farmers south of Tracy. It has survived moving three times, burning to the ground, and closing once due to low enrollment. From 1929 until 1993 Jefferson School served as the only K-8 school in this small rural farming community with an average enrollment of about 200 students. Teachers grew accustomed to students going to Jefferson from kindergarten to eighth grade and being able to use flexible groupings to help all children be successful. Parents also played a very active role in their children's education. Daily, mothers volunteered in the classrooms and fathers came on weekends or during the downtime in farming to repaint the school or make repairs.

Starting in 1991 the District began to grow due to new housing construction. With it came tremendous growth and lack of continuity of the learning program. The school went from a tight knit community of 200 students to one of over 500 with both parents commuting to the Bay Area. The school was required to adapt and change to meet the students' needs. The School Site Council developed a series of after school interventions, Response to Intervention classes, and required each teacher to be CLAD certified. With this added support students at Jefferson School are beginning to close the achievement gap. The school continues to compete in Math Olympiad, Science Olympiad, TOPS Science, and other academic competitions. In addition, the school continues to send Tracy High School the majority of International Baccalaureate students. Jefferson School received the California Distinguished School award in 1989, 2009, and 2013. Our school programs also include a multi-tiered system of support (MTSS), DARE program for our 5th grade students, science camp for our 6th grade students, Artist in Residence, STEAM based electives, etc. This coming school year, we will focus on year two implementation of Positive Behavior Intervention Support (PBIS) in conjunction with restorative practices. These efforts will directly correlate to an increase of student engagement and decrease in disciplinary action.

While the school is known for its academic accomplishments, a strong emphasis is placed upon fostering well rounded students. Jefferson School offers students the opportunity to learn and compete in volleyball, basketball, and soccer. The Jefferson School advanced band has been performing for over sixty years and is an excellent public relations tool for our school. Annually they perform in at least three parades or competitions, including the Tracy High School Homecoming Parade, Ripon Almond Blossom, Alameda and Merced Band Reviews. In 2016 the band also attended a special trip to Disneyland and marched down Main Street of Disney's California Adventure Park. Over the past seven years two different associated student body (ASB) advisors have taken our leadership program from average to exemplary. Starting in 2004, the ASB leadership team began attending the California Association of Directors of Activities leadership camp. This camp provided the students and advisors with the foundation to improve student engagement on campus. The ASB regularly put on rallies, competitions, dances, spirit weeks, and fundraisers for charities. Recently, Jefferson School's ASB has joined forces and created a partnership with Tracy High Bulldog Project. The mission of the Bulldog Project is to promote anonymous reporting of bullying, revitalize school spirit, and teach others about social issues. With this partnership, we will all work collaboratively and in conjunction with Tracy Crime Stoppers. Our goals include

Jefferson School



raising awareness and providing students with resources and support to deal with emotional and social issues.

In November 2010 voters passed Measure J which allowed for a new Jefferson School and gymnasium. The school went under constructions and 5th - 8th grade students were housed off site. All students and staff returned to the newly build campus in January of 2016.

The Jefferson School staff is working on the implementation of the PLC process. We have finalized our school Mission, and will finalize our Vision and Collective Commitments during the 2017-2018 school year. Furthermore, we are focusing on individualized intervention and a tiered intervention program (MTSS). Through research, we are questioning grading strategies, implementing common formative assessments, reviewing data for re-teaching opportunities and working together to reach our mission. Our goal is to meet student needs on a by student, by standard basis; meaning we will intervene for each child and for each essential standard they need to reach. Interventions for EL, special population and GATE students will be differentiated in the classroom as well as with outside support. Our efforts are not only to intervene academically. We strive to meet behavioral needs as well. Discipline is based on restorative practices and students have multiple opportunities and paths to learn from behaviors. Our on-site therapist provides students and families support for mental health needs, trauma, etc. Our PLC implementation and behavior processes are reviewed throughout the school year by small committees made of Jefferson staff and parents.

Currently our school is composed of approximately 430 students, with demographics as follows: 40.0% Hispanic or Latino, 35.1% White, 10.8% Asian, 4.5% Filipino, 3.3% African American, 0.9% Pacific Islander, and 5.4% Two or More Races.



AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

Jefferson students in grades fifth, sixth, seventh, and eighth were administered the California Assessment of Student Performance Progress (CAASPP), in the Spring of 2017. In the Spring of 2018, all students will be administered the CAASPP and 5th and 8th grade students will be taking the California Science Test (CAST). The CAST is aligned with the California Next Generation Science Standards (NGSS). Jefferson School continues to work on finding strategies to identify and provide interventions for English Learners and Socioeconomically Disadvantaged students.

- 18.81% decrease in 5th grade ELA
- 6% decrease in 5th grade Math
- 6th grade Math shows an increase trend with over 13% gains over three years
- 9% increase in 6th grade ELA with a core class above 73% of students meeting mastery.
- 10.94% increase in 7th grade ELA
- 12.20% increase in 7th grade Math
- 6.86% decrease in 8th grade ELA
- 11.39% decrease in 8th grade Math

Conclusions from Parent, Teacher and Student Input

The School Site Council (SSC) reviews all of the academic data including: CAASPP, CST, the California Healthy Kids Survey, and Physical Fitness Test. The Jefferson community (families, staff, and students) will use the results from the 2017 CAASPP assessments as a tool to intervene and ensure students learn essential standards. We will continue to support our student population through the use of technology, through Professional Learning Community (PLC) dialogue and decisions, and through strategic academic and behavioral interventions.

Suggestions/Actions to address conclusions from Student Performance Data Analysis

- Teachers will utilize interim CAASSP assessments throughout the year
- Provide support for 8th grade students in mathematics
- Utilize consistent high performing classrooms as model classrooms
- Plan vertically in ELA, Math and Science to ensure essential standards are being addressed at the appropriate level.
- Implement NGSS to prepare for upcoming CAST.



Analyze Educational Practices

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

At Jefferson School, instruction is designed to ensure all students develop critical thinking skills, read fluently, are able to apply mathematical concepts, and learn values that are essential to a democratic society. Rigorous academic state standards are aligned with adopted curriculum, professional development, and assessments to ensure student success. A collaborative partnership among teachers, parents, students, and the community is the cornerstone to Jefferson School's success.

Availability of standards-based instructional materials appropriate to all student groups

Jefferson School provides each student with access to their own standards-based textbook as well as a Chromebook in each classroom so that students can access the technology that part of the adopted curriculum. In addition to Chromebooks in the classroom, students can use Chromebooks before, during and after school in the office and library. During the first week of school each student is assigned a textbook for each content area and an assurance is sent to the Board of Education for approval.

Alignment of staff development to standards, assessed student performance and professional needs

Teachers are provided staff development through minimum days, after-school courses, staff meetings, and professional development courses. The Coordinator of Curriculum and Instruction, in conjunction with the site principal, develop course offerings aligned with new textbook adoptions and the individual needs of each site. The principals are responsible for providing professional development throughout the year to improve standards-based instruction.

Over the Summer of 2016 and 2017 a group of Jefferson teachers attended the Professional Learning Community conference in San Jose. Several of these teachers are part of the Jefferson School Site Leadership Team and lead content area meetings on minimum days. Their goals are to create formative assessments, essential standards, use research to make decisions, and use the data to plan for intervention and enrichment programs. Also, these teams meet at a district level to align common practices and have dialogue regarding learning expectations.

Services provided by the regular program to enable under-performing students to meet standard

Jefferson School provides homework for the following three purposes: (1) to give students opportunities to practice skills, (2) to prepare students for a new topic, or (3) to elaborate on introduced material.

GATE: Students identified as GATE are clustered in each class to provide opportunities for differentiated instruction. In addition, they are given opportunities to participate in after-school GATE classes and attend GATE field trips.

Speech Pathologist: The school has one part-time Speech and Language Pathologist on staff. Students are identified through the SST process and then assessed through special education.

Special Education: The school has one resource teacher as well as two part time aides. The team assists special education students and academically at-risk students in the regular education classroom under the direction of the resource teacher. Students that are identified as needing special day instruction attend the site or county special day classes located at Jefferson School.

Therapist: The district contracts with Valley Community Counseling for two days per week of counseling services. The therapist works on a referral basis and consults with staff who have identified students with emotional needs that can interfere with learning in the classroom. The therapist contacts families and provides information about resources and services available outside of the school district. Students meet with the therapist individually or in small groups for a limited number of sessions. The therapist works closely with the Student Study Team to provide services for students when needed.



Services provided by categorical funds to enable under-performing students to meet standards

Jefferson School uses supplemental intervention curriculum to accelerate learning. The Accelerated Reader program is used as a motivator to help student gain individual practice reading. Language and READ 180 are used to increase fluency, build vocabulary, and increase comprehension. In the area of math the core adopted curriculum is frontloaded to help students be prepared for the upcoming lesson. ALEKS and IXL.com are used to intervene in the basic areas of need (such as number sense and basic mathematic computation).

Students receiving level two intervention in fifth grade receive it during the RtI period that occurs daily before lunch. Students in sixth, seventh and eighth grade receive the same intervention provided during their elective period. In 2016 we changed the master schedule to allow sixth through eighth grades to have a more fluid intervention program. Our EL Specialist, Intervention Specialist, elective teacher(s) and academic intervention teacher are part of an Intervention PLC that meets regularly to review data and ensure students are receiving the appropriate support during their elective time. Currently our staff is working on a schedule to allow for tier three intervention during the school day. Currently teachers are working with small groups during the school day and after school to intervene by-student-by-standard. Ideally we would want to use funding to support a multi-tiered program during the school day and for all students.

Students who are learning English are given primary instruction by the classroom teacher. At Jefferson School, all teachers hold a CLAD or equivalent credential. Jefferson has one bilingual paraprofessional, working 6 hours per day. She provides students that are level one or two on the CELDT with one period per day of additional instruction in reading and language arts. For students scoring three through five on the CELDT she provides classroom support to students and teachers.

Use of the state and local assessments to modify instruction and improve student achievement

On minimum days, teachers meet in grade level or content area teams to review state and local assessments to determine if students are making progress at each grade level. Furthermore, grade levels have identified essential standards and teachers meet to vertically align standards to be covered in each grade level. The data from these assessments, both formative and summative, allow staff to look at their year long pacing to plan and how it relates to the essential standards they have defined.

Number and percentage of teachers in academic areas experiencing low student performance

All teachers have equitable access to students that would meet the criteria of low performing students in a classroom. Teachers have support from our EL Specialist, Intervention Specialist and Instructional Coach.



Family, school, district and community resources available to assist these students

Jefferson School has a number of opportunities for parents to be a part of the school. The staff works to keep communication between the school, teacher, and parents open and accessible, having regular parent/teacher conferences, school newsletter, website, automated phone message, and email lists.

Students participate in Jump/Hoops for Heart a fundraiser for the American Heart Association. During the holidays students also take part in a food and hygiene drive to help gather supplies for Brighter Christmas.

During each school year there are a number of parent student nights. The most highly attended event is the Math/Science night where students and parents come to explore math and science related topics. Jefferson also holds College Week each year. Parents also attend the Spring Musical, Winter Program, GATE field trips, and the PFA Carnival. In Spring of 2017 Jefferson School hosted their first Oral Interpretation Fair and this tradition will continue every year. This is an opportunity for students to express themselves through literature. We also have incorporated several family nights: Science night (which is a joint effort with Monticello School) and movie nights which are held in our gymnasium.

Throughout the school year, there are assemblies that bring community members into the school. Eighth grade parents are also asked to come in and participate in their student's portfolio exit interview. In addition, the school holds awards assemblies and an eighth grade honors night.

School, district and community barriers to improvements in student achievement

The primary barrier that Jefferson School faces is its rural location. The location of the school site makes it difficult to hold after school intervention programs because students do not have transportation to get home.

Limitations of the current program to enable under performing student to meet standards

We have recently adopted new ELA curriculum which covers the concern of lack of ELD components from the years past. However, the math curriculum lacks materials for EL students as well as entry level assessments by standard to evaluate which specific areas students are lacking foundational knowledge. We utilize supplemental resources to address these areas of need.



Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs



English/Language Arts

1. Current ELA adoption, *Study Sync*, addresses prior concern of lack of ELD support.
2. Teachers are meeting weekly in PLC meetings to discuss best practices, create formative assessments, collect data, and shift teaching practices where necessary to ensure all students are learning.
3. Pacing guides need to be created, adopted, and reviewed at each grade level to ensure a consistent curriculum and provide staff with opportunities to collaborate around common assessment data (California Common Core Standard Based).
4. English Learners continue to make progress on the CELDT test. This is a direct result of students at CELDT level one and two receiving daily reading and writing intervention from the bilingual aide.
5. Teachers have defined essential standards based on CAASPP data and curriculum suggestions. Teams will vertically align essential standards.
6. Teachers have implemented standards based grading across ELA classes.

Math

1. Teachers continue to utilize adopted curriculum and implementing the technology portion of the curriculum.
2. Continue to develop a program (and/or utilize supplemental resources) for front-loading math concepts and standards to those students performing below grade level.
3. Teachers are developing weekly formative standards based quizzes for immediate data and feedback. Intervention grouping are created, differentiated instruction occurs, and reteaching of that specific standard takes place until all students have mastered the standard.
4. Seventh and eighth grade math teachers are meeting weekly to discuss best practices, create formative assessments, review data, and shift teaching practices to ensure all students are learning.
5. Teachers have implemented a standards based grading practice and students are aware of which standards they need to continue to master.

Extended Learning Opportunities

1. Students are enrolled in reading intervention, math intervention, academic intervention during school hours if they are in danger of failing and based on their areas of need.
2. Students can participate in choir or jazz band, which is offered twice a week before school.
3. Science Olympiad: Fifth through eighth grade students will participate in the SJCOE Science Olympiad this year. This enrichment program involves parents, teachers and science coaches.
4. Math Olympiad: Fifth through eighth grade students will participate in the SJCOE Math Olympiad this year.
5. Spelling Bee: Fifth through eighth grade students participate in a school spelling bee and then move on to the district spelling bee. This year, 1 student will participate in the county spelling bee at SJCOE.
6. Oral Interpretation Fair: Students in all grades will have an opportunity to compete through literature by memorizing and interpreting the piece in front of an audience.
7. Game Days take place every Friday in the library for all students.
8. Fifth through eighth grade students can participate in after school art classes.
9. All students are invited and encouraged to attend weekly ASB meetings to provide input and help make decisions for Jefferson School's student body.

Areas of need

1. Master schedule needs to be aligned to offer an enrichment and intervention course offering each period to ensure students are provided with support within their class schedule.
2. The school needs to continue to evaluate the math and reading intervention, as well as academic intervention and enrichment classes to ensure effectiveness.
3. The school needs to continue to collect data and evaluate the reading intervention curriculum being used to ensure that students exit the program at an appropriate time.
4. The school need to continue behavioral interventions through training and implementation of PBIS (Positive Behavior Intervention Support) and Restorative Practices.



SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

1.0 Increased Learning for All Students

Goal: 1.1 Increase Schoolwide ELA Proficiency

Increase by at least 20 points each year the average score, for all subgroups, as reported on the CAASPP in ELA.

Goal: 1.2 Increase Schoolwide Math Proficiency

Increase by at least 20 points each year the average score, for all subgroups, as reported on the CAASPP in Mathematics.

Goal: 1.3 Increase Redesignation Rate of ELs

Jefferson will increase the yearly re-designation rate for English Learners by 5% each year.

Goal: 1.4 Increase Physical Fitness Proficiency

By the year 2018, a minimum of 85% of students in all subgroups will pass 5 out of 6 test components on the California Physical Fitness Test.

Goal: 1.5 Provide all students access to enrichment activities

2.0 Safe, Positive, Well-maintained Schools

Goal: 2.1 Maintain a Safe School Environment

To lower incidents of suspension to less than 8 by the year 2018 and to use restorative practices for disciplinary action when appropriate.

Goal: 2.2 Well-maintained Facilities

To complete a minimum of two safety walks per month, on student attendance days.

3.0 Quality Staff Providing Quality Service

Goal: 3.1 Highly Qualified Staff

Jefferson will increase teacher collaboration in Professional Learning Communities on a weekly basis to discuss best practices, create formative assessments, review assessment data, and refine teaching practices.

4.0 School/Home/Community Partnerships and Communication

Goal: 4.1 Increase Communication Among School, Home, and Community

Increase community partnerships by encouraging community organizations, businesses, and families to support Jefferson School.



Goal: 4.2 Increase Parent Education Opportunities

Increase the number of site-level parent education opportunities regarding:

1. Graduation requirements (Back to School Night and Parent Teacher Conferences)
2. Grade-level requirements (Back to School Night and Parent Teacher Conferences)
3. Improving the achievement of their student
4. Common Core Curriculum and Strategies
5. Homework/Studying support
6. How to use Online Communication Tools and Gradebook
7. Bullying
8. Positive Behavior Intervention Support (PBIS)

**PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE****1.0 Increased Learning for All Students****Goal: Goal: 1.1 Increase Schoolwide ELA Proficiency****ISSUE STATEMENT**

When analyzing the 2016/2017 CAASPP data, not all students and statistically significant sub-groups scored within the Standard Met or Standard Exceeded ranges. The school must continue to focus on ELA proficiency in all grades and for all subgroups in order to meet future targets. CAASPP data is broken into four score ranges: Standard Exceeded, Standard Met, Standard Nearly Met and Standard Not Met.

GOAL OBJECTIVE

Increase by at least 20 points each year the average score, for all subgroups, as reported on the CAASPP in ELA.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in fifth through eighth grades currently identified as those not meeting or nearly meeting Common Core State Standards.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Scores and projected scores (according to goal):

2016

5th ELA - 2526 (Met Standard)

6th ELA - 2533 (Met Standard)

7th ELA - 2559 (Met Standard)

8th ELA - 2597 (Met Standard)

2017

5th ELA - 2492 (Nearly Met Standard)

6th ELA - 2550 (Met Standard)

7th ELA - 2579 (Met Standard)

8th ELA - 2588 (Met Standard)

Goals for 2018

5th ELA - 2512 (Met Standard)

6th ELA - 2570 (Met Standard)

7th ELA - 2599 (Met Standard)

8th ELA - 2608 (Met Standard)

Goals for 2019

5th ELA - 2522 (Met Standard)

6th ELA - 2590 (Met Standard)

7th ELA - 2619 (Met Standard)

8th ELA - 2628 (Met Standard)



MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

At the end of each unit, teachers will use the assessments contained in the adopted curriculum to monitor progress towards standards. Each trimester, grade level teams will collect benchmark data and report progress toward this goal in a PLC meeting. This data will also be used to identify Level 2 and 3 RtI participants and for teachers to structure their classroom objective to reach these goals. In 2017/2018 we will specifically discuss essential standards, analyze areas of growth to ensure our target goals are reached.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objectives will be measured by:

1. Formative Classroom Assessments
2. Summative Classroom Assessments and Checking for Understanding (CFUs)
3. District Benchmark Assessments
4. CAASPP Practice Assessments
5. CELDT Results

Strategies

1.1.1 Using Data to Guide Decisions

Data will be analyzed at all levels (Administrative, Grade Levels, and Teachers) to improve the quality of instruction and increase student achievement.

Actions

1.1.1.1 Data Analysis

Tasks

1. Analyze State Summative Assessment Data from the previous school year
2. Present Annual State Summative Assessment Data to Staff and Community
3. Analyze District Formative Benchmark Assessments each Trimester
4. Analyze Curriculum Benchmark Assessments following each assessment cycle

Measures

1. District Benchmark Assessments
2. Curriculum Assessments

People Assigned

1. Principal
2. Principal
3. Grade Level Representatives and Teachers
4. Grade Level Representatives and Teachers, Intervention Specialist, and EL Aide

Start Date - End Date

7/1/2017 - 6/30/2018

1.1.2 RtI-Extended Learning Opportunities

Extended Learning Opportunities (ELO) at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier Two or Three interventions through an extended learning opportunity. ELO's will be based on their academic weakness and previously tiered intervention, as it pertains to the California State Standards for their grade level and the RtI program. Students will have the opportunity for extended learning opportunities before, during, or after school.



Actions

1.1.2.1 Extended Learning Opportunities

Tasks

1. Identify students who need Before and After School Academic Assistance
2. Purchase instructional supplies, curriculum materials, and on-line content subscriptions
3. Inform parents of the program

Measures

1. Student data reviewed and students identified by the second week of each trimester
2. Purchase instructional supplies, curriculum materials, and on-line content subscriptions by the fourth week of the school year
3. Parents informed a minimum of two weeks before the start of the intervention

People Assigned

1. Principal, Grade Level Representatives, and Teachers
2. Principal, EL Teacher, Principal's Secretary
3. Principal, Principal's Secretary

Start Date - End Date

7/1/2017 - 6/30/2018

1.1.3 Interventions

Interventions at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier One, Two or Three interventions during the school day. Interventions will be based on their academic weakness and previously tiered intervention as it pertains to the Common Core State Standards for their grade level.

Actions

1.1.3.1 Response to Intervention (RTI)

Tasks

1. Analyze all student assessment data within two weeks of the end of each trimester.
2. Build master schedule in early Spring of 2018, test out new schedule, make changes, and implement for 2018/2019 school year.
3. Determine teachers for intervention classes and intervention pull out programs by June 1.
4. Assign students to the proper intervention program before the start of each trimester.
5. Parents and students need to be notified of their placement into intervention classes and intervention pull out programs.
6. Instructional materials and curriculum needs to be purchased for classes by August 1.

Measures

1. CAASPP/SBAC Data
2. District Benchmark Assessments
3. Curriculum Assessments
4. Classroom Formative Assessments/Data



People Assigned

1. Principal
2. Principal
3. Principal
4. Principal, Grade Level Representatives and Teachers
5. Principal's Secretary
6. Principal's Secretary

Start Date - End Date

07/01/2017 - 6/30/2018

1.1.4 Differentiation

Language Arts instruction will be differentiated to meet the needs of all students.

Actions

1.1.4.1 Differentiated Instruction

Tasks

1. GATE, RSP, SDC, ELD, students are clustered together for whole group instructions
2. GLAD/SDAIE Strategies for ELD students
3. Direct instruction
4. Small group instruction
5. Collaborative groups
6. Individual instruction with instructional aide for Special Education and ELD students
7. Independent study

Measures

1. Review class placements
2. Classroom observations at least once per week
3. IEP for all Special Education and ELD students

People Assigned

1. Principal
2. Teachers
3. Teachers
4. Teachers
5. Teachers
6. Teachers
7. Special Education Teacher and EL Aide

Start Date - End Date

7/1/2017 - 6/30/2018

1.1.5 Student Enrichment

Students will be provided with enrichment opportunities to enhance the learning in our standards based instructional program.



Actions

1.1.5.1 Field Trips

Tasks

1. Determine destination and coordinate transportation
2. Invite students
3. Send and receive permission slips
4. Take students on the educational opportunity and connect it to the standards

Measures

1. Determine destination, check standards connections, reserve transportation/admission a minimum of one month prior
2. Invite students one month prior
3. Permission slips one month prior

People Assigned

1. Grade Level Representative or SSC
2. Grade Level Representative or Teacher
3. Grade Level Representative or Teacher

Start Date - End Date

7/1/2017 - 6/30/2018

Funding Source	Description	Cost
SIP	GATE Field Trip	\$3,000.00

1.1.5.2 Math/Science Olympiad

Tasks

1. Hire coaches
2. Identify students
3. Recruit parent volunteers
4. Purchase supplies
5. Conduct after school classes
6. Compete

Measures

1. Participation logs
2. Competition results

People Assigned

1. Principal
2. Principal and coaches
3. Coaches
4. Principal's secretary
5. Coaches and parent volunteers
6. Coaches, parent volunteers, and students

Start Date - End Date

7/1/2017 - 6/30/2018



Funding Source	Description	Cost
GATE	Math/Science Olympiad Class Staffing	\$1,960.00
GATE	Math/Science Olympiad Resources	\$182.00

1.1.5.3 TOPS Scientist

Tasks

1. Meet with TOPS Science Coordinator
2. Select TOPS Scientist
3. Meet with TOPS Scientist
4. Schedule days for TOPS Scientist to come

Measures

1. Monitor use of TOPS Scientist
2. Student and teacher feedback

People Assigned

1. Principal and teachers
2. Principal and teachers
3. Principal and teachers
4. Principal and teachers

Start Date - End Date

06/30/2017 - 07/01/2018

Funding Source	Description	Cost
SIP	TOPS Coordinator	\$1,650.00

1.1.6 Learning Resources

Students will be provided access to a library with sufficient books, magazines, reference materials, and online resources.

Actions

1.1.6.1 Learning Resources

Tasks

1. Provide for teacher classroom supplies
2. Continue to purchase novels for the library
3. Renew and acquire new magazine subscriptions
4. Renew Accelerated Reader subscription
5. Pilot or start a digital library.

Measures

1. Teachers have necessary supplies to teach
2. Book inventory
3. Magazine inventory
4. AR use logs and reports



People Assigned

1. Teachers and principal
2. Librarians and principal
3. Librarians and principal
4. Principal

Start Date - End Date

06/30/2017 - 07/01/2018

Funding Source	Description	Cost
SIP	AR Renewal Subscription	\$3,650.00



Goal: Goal: 1.2 Increase Schoolwide Math Proficiency

ISSUE STATEMENT

When analyzing the 2016/2017 CAASPP data, not all students and statistically significant sub-groups met the targets or scoring within the Standard Met or Standard Exceeded range. The school must continue to focus on Math proficiency in all grades and for all subgroups in order to meet future targets. The CAASPP is broken into four score ranges: Standard Not Met, Standard Nearly Met, Standard Met and Standard Exceeded.

GOAL OBJECTIVE

Increase by at least 20 points each year the average score, for all subgroups, as reported on the CAASPP in Mathematics.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in fifth through eighth grades currently identified as those not meeting or nearly meeting Common Core State Standards.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Scores and projected scores (according to goal):

2016

5th Math - 2526 (Nearly Met Standard)

6th Math - 2552 (Met Standard)

7th Math - 2546 (Nearly Met Standard)

8th Math - 2610 (Met Standard)

2017

5th Math - 2511 (Nearly Met Standard)

6th Math - 2564 (Met Standard)

7th Math - 2578 (Met Standard)

8th Math - 2570 (Nearly Met Standard)

Goals for 2018

5th Math - 2531 (Met Standard)

6th Math - 2584 (Met Standard)

7th Math - 2598

8th Math - 2590

Goals for 2019

5th Math - 2551 (Met Standard)

6th Math - 2610 (Exceeded Standard)

7th Math - 2618 (Met Standard)

8th Math - 2610 (Met Standard)

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

At the end of each unit, teachers will use the assessments contained in the adopted curriculum to monitor progress towards standards. Each trimester, grade level teams will collect benchmark data and report progress toward this goal in a Professional Learning Community (PLC) meetings. This data will also be used to identify Level 2 and 3 RtI participants. Teachers will use PLC time to create formative assessments based on essential standards, look at collected data, reteach and refine practices on a weekly basis to help increase mastery of standards tested on the CAASPP.

**GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

1. Go Math assessments
2. CELDT
3. District Benchmark Assessments
4. State Summative Assessments
5. Teacher formative assessments/data

Strategies**1.2.1 Using Data to Guide Decisions**

Data will be analyzed at all levels (Administrative, Grade Levels, and Teachers) to improve the quality of instruction and increase student achievement.

Actions**1.2.1.1 Data Analysis***Tasks*

1. Analyze State Summative Assessment Data from the previous school year by 9/1
2. Present Annual State Summative Assessment Data to Staff and Community by 10/1
3. Analyze District Formative Benchmark Assessments each Trimester
4. Analyze Curriculum Assessments once a month

Measures

1. SBAC/CAASPP
2. District Benchmark Assessments
3. Curriculum Assessments

People Assigned

1. Principal
2. Principal
3. Grade Level Representatives and Teachers
4. Grade Level Representatives and Teachers, Intervention Specialist, and EL Aide

Start Date - End Date

06/30/2017 - 07/01/2018

1.2.2 RtI-Extended Learning Opportunities

Extended Learning Opportunities (ELO) at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier Two or Three interventions through an extended learning opportunity. ELO's will be based on their academic weakness and previously tiered intervention, as it pertains to the California State Standards for their grade level and the RtI program. Students will have the opportunity for extended learning opportunities before and after school.

Actions**1.2.2.1 Extended Learning Opportunities***Tasks*

1. Identify students who need Before and After School Academic Assistance
2. Hire teachers and classified support staff
3. Purchase instructional supplies, curriculum materials, and on-line content subscriptions
4. Inform parents of the program
5. Fully implement the program



Measures

1. Student data reviewed and students identified by the second week of each trimester
2. Teachers and support staff hired by the end of the third week of the school year
3. Purchase instructional supplies, curriculum materials, and on-line content subscriptions by the fourth week of the school year
4. Parents informed a minimum of two weeks before the start of the intervention

People Assigned

1. Principal, Grade Level Representatives, and Teachers
2. Principal
3. Principal's Secretary
4. Principal and ELO Staff

Start Date - End Date

06/30/2017 - 07/01/2018



Goal: Goal: 1.3 Increase Redesignation Rate of ELs

ISSUE STATEMENT

As of August 2017 Jefferson School has 59 English learners. As of October 2017 5 students have met requirements for re-designation, as measured by the most recent CELDT test and district requirements of grades and teacher recommendation.

GOAL OBJECTIVE

Jefferson will increase the yearly re-designation rate for English Learners by 5% each year.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

English Learners

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

2017/2018 5/59 8.5%

2018/2019 7/54 13%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objectives will be measured by:

1. Formative Classroom Assessments
2. District Benchmark Assessments
3. State Summative Assessments
4. CELDT Results

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

1. Knowledge gains from classroom formative assessments
2. District Benchmark Assessment Results
3. State Summative Assessment Results
4. CELDT Results

Strategies

1.3.1 Using Data to Guide Decisions

Data will be analyzed at all levels (Administrative, Grade Levels, and Teachers) to improve the quality of instruction and increase student achievement.

Actions

1.3.1.1 Data Analysis

Tasks

1. Analyze State Summative Assessment Data from the previous school year by 9/1
2. Present Annual State Summative Assessment Data to Staff and Community by 10/1
3. Analyze District Formative Benchmark Assessments each Trimester
4. Analyze Curriculum Assessments once a month

Measures

1. CELDT Data
2. CAASPP Data
3. District Benchmark Assessments
4. Curriculum Assessments



People Assigned

1. Principal
2. Principal
3. Grade Level Representatives and Teachers
4. Grade Level Representatives and Teachers, Intervention Specialist, and EL Aide

Start Date - End Date

6/30/2017 - 7/1/2018

1.3.2 Extended Learning Opportunities

Students will have the opportunity for extended learning opportunities before and after school.

Actions

1.3.2.1 Extended Learning Opportunities

Tasks

Extended Learning Opportunities (ELO) at Jefferson will be aligned to CELDT Levels and the District EL plan. Students will receive EL support through an extended learning opportunity. ELO's will be based on their academic weakness and previously tiered intervention, as it pertains to the California State Standards for their grade level. Students will have the opportunity for extended learning opportunities before and after school.

Measures

1. Student data reviewed and students identified by the second week of each trimester
2. Teachers and support staff hired by the end of the third week of the school year
3. Purchase instructional supplies, curriculum materials, and on-line content subscriptions by the fourth week of the school year
4. Parents informed a minimum of two weeks before the start of the intervention

People Assigned

1. Principal, Grade Level Representatives, and Teachers
2. Principal
3. Principal's Secretary
4. Principal's Secretary
5. Principal and ELO Staff

Start Date - End Date

6/30/2017 - 7/1/2018



Goal: Goal: 1.4 Increase Physical Fitness Proficiency

ISSUE STATEMENT

When analyzing recent Physical Fitness (PFT), not all students and statistically significant sub-groups met the targets. The school must continue to focus on increasing physical fitness and help students attain high standards.

GOAL OBJECTIVE

By the year 2018, a minimum of 85% of students in all subgroups will pass 5 out of 6 test components on the California Physical Fitness Test.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in fifth and seventh grades currently identified as not passing 5 out of 6 test components on the California Physical Fitness Test.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

2016/2017 data is not yet available

All subgroups

Current: 72.65%

2016-2017 increase to 80.9% students passing 5 out of 6 components

2017-2018 increase to 85% students passing 5 out of 6 components

White subgroup

Current: 69.95%

2016-2017 increase to 79.9% students passing 5 out of 6 components

2017-2018 increase to 85% students passing 5 out of 6 components

Hispanic subgroup

Current: 70.15%

2016-2017 increase to 80.1% students passing 5 out of 6 components

2017-2018 increase to 85% students passing 5 out of 6 components

Socioeconomically Disadvantaged

Current: 66.6%

2016-2017 increase to 78.9% students passing 5 out of 6 components

2017-2018 increase to 85% students passing 5 out of 6 components

Male

Current: 77.75%

2016-2017 increase to 83.3% students passing 5 out of 6 components

2017-2018 increase to 85% students passing 5 out of 6 components

Female

Current: 69.45%

2016-2017 increase to 79.8% students passing 5 out of 6 components

2017-2018 increase to 85% students passing 5 out of 6 components

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

At the end of each trimester, teachers will use the PFT assessment to monitor progress towards standards. Each trimester, grade level teams will collect benchmark data and report progress toward this goal in a grade level meeting with the principal.



GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

PFT Benchmark Assessments

Strategies

1.4.1 Increased Physical Fitness Performance

Students will be focused on improving their level of physical fitness as assessed by the California Physical Fitness Test.

Actions

1.4.1.1 Instructional Strategies

Tasks

1. Select, purchase, and implement a physical education/health program
2. Implement SPARK physical education philosophy (Aerobics vs. Team sports)
3. Develop comprehensive intramural sports program at lunch and after school

Measures

1. Principal observation and staff meeting notes
2. Teacher observation and data team meeting notes
3. Assessment results

People Assigned

1. All Physical Education teachers, Grade Level Teams, and Principal
2. All Physical Education teachers, Grade Level Teams, and Principal
3. Principal

Start Date - End Date

07/01/2017 - 06/30/2018


Goal: Goal: 1.5 Provide all students access to enrichment activities
Strategies
1.5.1 Extended Learning Opportunities

Increase instruction focus to real-world experiences, performing arts, and technology.

Actions
1.5.1.1 Extended Learning Opportunities
Tasks

Provide extended learning opportunities at Jefferson that are aligned with the district LCAP goal. Students will receive support through drama, orchestra, STEM, robotics, coding, Winter and Spring musicals, and technology. Increase incentives for proficiency on CAASPP assessment.

Measures

1. Students will be provided opportunities to have elective courses in these areas.
2. Master schedule will include courses
3. Before/After school extended learning opportunities available to students
4. Purchase instructional supplies, curriculum materials to support these courses and before/after school activities
5. Field Trip for students that meet or exceed standards on CAASPP.
6. Incentives during the week of CAASPP testing.

People Assigned

1. Principal, Grade Level Teachers
2. Principal, Principal's Secretary
3. Principals, Grade Level Teachers
4. Principal's Secretary

Start Date - End Date

07/01/2017 - 06/30/2018

Funding Source	Description	Cost
Art/Dance/Theater	Artist in Residence	\$1,740.00
Art/Dance/Theater	Personnel - Before/After School Performances	\$1,500.00
Career Readiness	Elective Materials	\$1,000.00
SIP	CAASPP Incentives Field Trip	\$4,000.00
SIP	Oral Interpretation Fair Incentives	\$250.00
SIP	CAASPP Treats	\$2,000.00
SIP	STEAM/Makers Space Materials	\$1,110.00



2.0 Safe, Positive, Well-maintained Schools

Goal: Goal: 2.1 Maintain a Safe School Environment

ISSUE STATEMENT

In 2016 - 2017, Jefferson School had 15 suspensions. Jefferson must provide a positive and effective learning environment. Jefferson must decrease incidents, so that suspension incidents will be below 8 by 2018.

GOAL OBJECTIVE

To lower incidents of suspension to less than 8 by the year 2018 and to use restorative practices for disciplinary action when appropriate.

GROUPS PARTICIPATING IN THIS GOAL

1. PBIS Committee
2. Staff
3. All students

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

2017-2018 8 or fewer

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Weekly and monthly discipline reports.

DATA NEEDED TO MEASURE ACADEMIC GAINS:

1. Knowledge gains from classroom formative assessments
2. District Benchmark Assessment Results
3. State Summative Assessment Results

Strategies

2.1.1 Develop and Implement Safety Plan

Jefferson School's Safety Plan will be developed annually with input from all stakeholders. Implementation of the Safety Plan will be on-going daily, with revisions made when needed. Plan will be complete by November 1.

2.1.2 Develop and Implement Crisis Component

Jefferson School will develop crisis procedures with input from the school safety team and local law enforcement. These procedures will be practiced school wide, through a series of drills held monthly on campus.

2.1.3 Develop and Implement Discipline Component

Jefferson School will provide students with a safe and positive learning environment everyday. In order for this to happen, a strict code of discipline will be enforced daily. The code of discipline will be developed from input from teachers, staff, students, parents, and community members, and will be enforced by students, teachers, staff, administration, and law enforcement when needed. Per Ed. Code 49079, at the beginning of each every trimester or any time new students enroll, administration will provide teachers with a discipline report of any of their students who have been suspended or expelled for violation of Ed. Code 48900, 48900.2, 48900.3, 48900.4, or 48900.7.



Actions

2.1.3.1 Code of Discipline Contract

Tasks

1. Attend PBIS training (2 year program, starting in the 2016/2017 school year)
2. Create Behavioral Expectations
3. Send expectation home to parents and students.
4. Obtain signatures from parents students.
5. Post expectations around school.

Measures

1. Send home by the end of the first week of school
2. Return by the end of the second week of school
3. File all by the end of the first month of school

People Assigned

1. Teachers and Office Staff
2. Teachers, Students, and Parents
3. Office Staff

Start Date - End Date

7/1/2017 - 6/30/2018

2.1.3.2 Behavior Expectation Assemblies

Tasks

1. Calendar assemblies for the school year
2. Inform teachers
3. Hold assemblies

Measures

1. Calendar by August 1
2. Inform teachers by the first day of school
3. Hold assemblies by the end of the first week of each trimester

People Assigned

1. Principal
2. Principal
3. Principal and Teachers

Start Date - End Date

07/01/2017 - 06/30/2018

2.1.3.3 Behavior Expectation Classes

Tasks

1. Identify class components
2. Develop process for student identification
3. Notify parents and students when required to take the course
4. Conduct the course



Measures

1. Identification is on-going
2. Seek input from teachers and parents
3. Send communication to parents
4. Implement when needed

People Assigned

1. Teachers and principal
2. Teachers, principal and parents
3. Principal
4. Principal or designee

Start Date - End Date

07/01/2017 - 06/30/2018

2.1.3.4 Lunch Time Intramural Sports

Tasks

1. Develop an intramural lunch time schedule
2. Advertise and create teams
3. Hire teacher and recruit student helpers
4. Hold games/tournament

Measures

1. Review number of lunch time referrals
2. Number of students participating

People Assigned

1. Principal and teachers
2. Principal and teachers
3. Principal
4. Principal and teachers

Start Date - End Date

07/01/2017 - 06/30/2018

Funding Source	Description	Cost
Safety	Lunch Time Intramural Sports Supplies	\$250.00

2.1.3.5 Positive Behavior Intervention Support

Tasks

1. Develop a PBIS Team
2. Attend PBIS Training
3. Enhance Jefferson CREED with positive reinforcement and student accountability program
4. Post Expectations in all settings
5. Provide parent information nights



Measures

1. Attend PBIS Training during 2016-2017 school year (following steps take place post training)
2. Create positive reinforcement and student accountability program.
3. Post expectations

People Assigned

1. Principal
2. PBIS Team Members

Start Date - End Date

07/01/2017 - 06/30/2018

Funding Source	Description	Cost
Character Education	CREED Ticket Incentives	\$570.00
Character Education	Project Wisdom	\$300.00



Goal: Goal: 2.2 Well-maintained Facilities

ISSUE STATEMENT

To increase student achievement, facilities need to be maintained at all times. In order for facilities to be maintained, monthly safety walks need to be conducted.

GOAL OBJECTIVE

To complete a minimum of two safety walks per month, on student attendance days.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Principal, ASB student representative, and custodians

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

1. Less student created facility problems
2. Quicker response time for submitted work orders

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

1. Safety walk data
2. Status checks of pending work orders

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

1. Knowledge gains from classroom formative assessments
2. District Benchmark Assessment Results
3. State Summative Assessment Results

Strategies

2.2.1 Using Data to Drive Decision-making

Data will be collected weekly on the conditions of the physical plant, in order to make sure Jefferson students are learning in a well maintained physical plant.

Actions

2.2.1.1 Well Maintained Physical Plant

Tasks

1. Twice per month walk to check facilities
2. Appropriate work orders will be written
3. Monitor pending work orders
4. Monitor student use of facilities
5. Maintain landscape
6. Appropriate sanitation provided

Measures

1. Bi-weekly safety walks
2. Work orders when needed
3. Monitoring
4. Student use
5. Weekly landscaping
6. Sanitation daily



People Assigned

1. Custodian and principal
2. Principal's secretary
3. Principal's secretary
4. Campus Aides, Teachers, and Principal
5. Landscaper
6. Custodians

Start Date - End Date

07/01/2017 - 06/30/2018

Funding Source	Description	Cost
Safety	Update Walkie Talkies	\$1,200.00
Safety	Rolling Table Racks	\$1,030.00
Safety	Lock down window covers	\$1,000.00



3.0 Quality Staff Providing Quality Service

Goal: Goal: 3.1 Highly Qualified Staff

ISSUE STATEMENT

Having highly qualified teachers in the classroom providing quality instruction is the best way to increase student achievement. Jefferson School currently has 100% of its certificated teaching staff, "Highly Qualified", as defined by NCLB.

GOAL OBJECTIVE

Jefferson will increase teacher collaboration in Professional Learning Communities on a weekly basis to discuss best practices, create formative assessments, review assessment data, and refine teaching practices.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

All Teachers

2017-2018 - Increase professional collaboration time 60 minutes per month, including grade level/content area time, vertical planning, STEAM collaboration, Intervention collaboration.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objectives will be measured by:

1. Observations
2. Teacher Surveys
4. Formative Classroom Assessment
5. District Benchmark Assessment

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

1. Observation Data
2. Staff Survey Results
3. Classroom Assessment Results
4. District Benchmark Assessment Results
5. CELDT Results

Strategies

3.1.1 Site Professional Development Focus

Jefferson School's Professional Development focus is on improving the quality of instruction in the classroom by providing training in the following areas:

1. Professional Learning Communities
2. Common Formative Assessments
3. Implementation of Common Core Language Arts/Math
2. Critical Thinking/Big Ideas
3. Collaborative Thinking
4. Student Engagement
5. Writing to Learn
6. Data Analysis
7. Classroom Management/Character Development



Actions

3.1.1.1 Professional Development

Tasks

1. Analyze data
2. Research best practices
3. Determine type of professional development needed
4. Process POs
5. Attend/Complete professional development

Measures

1. Analyze data monthly
2. Research is on-going
3. Determine type of development as needed
4. Process POs when needed
5. Complete PD when needed

People Assigned

1. Teachers and principal
2. Teachers and principal
3. Teachers and principal
4. Principal's secretary
5. Teachers and principal

Start Date - End Date

07/01/2017 - 06/30/2018

3.1.1.2 Minimum Days

Tasks

1. Brainstorming with staff to develop a focus based on student assessment data
2. Compile feedback
3. Set professional development days, obtain required resources
4. Sent information to teachers regarding PD opportunities

Measures

1. Complete brainstorming at the beginning of every school year
2. Compile feedback
3. Obtain required resources for trainings
4. Set PD days for staff and provide information for PD off site

People Assigned

1. Teachers and principal
2. Principal
3. Teachers
4. Principal
5. Principal
6. Principal or presenter

Start Date - End Date

07/01/2017 - 06/30/2018



4.0 School/Home/Community Partnerships and Communication

Goal: Goal: 4.1 Increase Communication Among School, Home, and Community

ISSUE STATEMENT

Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues and the community to develop partnerships.

GOAL OBJECTIVE

Increase community partnerships by encouraging community organizations, businesses, and families to support Jefferson School.

GROUPS PARTICIPATING IN THIS GOAL

MJPFA
Community Partners
Businesses
Parents

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

1. Increase partnerships from one to three
2. Increase attendance on all committees including: MJPFA, ELAC, and SSC
3. Increase attendance at award's assemblies, Back to School Night, Open House, parent conferences, Winter Program, parenting classes, and orientations
4. Provide school/grade level parent education and orientation nights

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

1. Attendance at events/meetings
2. Feedback
3. Logs

DATA NEEDED TO MEASURE ACADEMIC GAINS:

1. Attendance at events/meetings
2. Feedback
3. Logs

Strategies

4.1.1 Using Data to Guide Decisions

Data will be analyzed in an effort to get more parents involved at Jefferson School.

Actions

4.1.1.1 Parent Involvement

Tasks

1. Hold parent informational meetings
2. Collect input/feedback from parent, students, teachers, and community members
3. Create a parental involvement plan from feedback
4. Purchase resources, develop programs to increase parental involvement based on the input
5. Implement resources/programs to educate, inform, and involve parents in Jefferson School



Measures

1. Hold parent meeting monthly
2. Collect on-going input
3. Create plan by June 1
4. Purchase by September 1 and based on student need
5. Implementation is on-going

People Assigned

1. Principal
2. Principal, parents, students, and teachers
3. Principal, parents, teachers, and students
4. Principal
5. Principal and teachers

Start Date - End Date

07/01/2017 - 06/30/2018



Goal: Goal: 4.2 Increase Parent Education Opportunities

ISSUE STATEMENT

It is imperative to have parents trained to support their student reach proficiency.

GOAL OBJECTIVE

Increase the number of site-level parent education opportunities regarding:

1. Graduation requirements (Back to School Night and Parent Teacher Conferences)
2. Grade-level requirements (Back to School Night and Parent Teacher Conferences)
3. Improving the achievement of their student
4. Common Core Curriculum and Strategies
5. Homework/Studying support
6. How to use Online Communication Tools and Gradebook
7. Bullying
8. Positive Behavior Intervention Support (PBIS)

GROUPS PARTICIPATING IN THIS GOAL

All parents

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS

Increased attendance at events

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Ongoing progress toward goal objectives will be measured by:

1. Formative Classroom Assessments
2. District Benchmark Assessments
3. CELDT Results
4. Parent night attendance logs

DATA NEEDED TO MEASURE ACADEMIC GAINS:

1. Knowledge gains from classroom formative assessments
2. District Benchmark Assessment Results
3. CELDT Results
4. Parent night attendance logs

Strategies

4.2.1 Parent Classes/Orientations

Provide parents and families with education and orientation opportunities.

Actions

4.2.1.1 Classes/Orientations

Tasks

1. Develop 2 classes/orientations per year
2. Conduct classes/orientations

Measures

1. Parent feedback
2. Attendance logs



People Assigned

1. Principal, Teachers, SSC members
2. Principal, Teachers, SSC members

Start Date - End Date

7/1/2017 - 6/30/2018

**CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL**

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

State Funding Sources	Amount
Art/Dance/Theater	\$3,240.00
Career Readiness	\$1,000.00
Character Education	\$870.00
GATE	\$2,142.00
Safety	\$3,480.00
SIP	\$15,660.00

**SCHOOL SITE COUNCIL MEMBERS**

Name	Represents	Contact Info	Reviewed Plan Date
Chris Potts	Community Liasion		11/7/2017
Paul Fern	Teachers		11/7/2017
Shawntai Robertson	Parents		11/7/2017
Alyssa Wooten	Administration		11/7/2017
Angela Hewey	Parent/SSC Member		11/7/2017
Bertha Ramon	Classified / SSC Member		11/7/2017
Lauren Beith	Classified		11/7/2017
Andrea Jennings	Teachers		11/7/2017
Sarah McNamara	Parent/SSC Member		11/7/2017



ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

	Approval Date
Assurances	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	9/15/2017
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	9/15/2017
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	11/7/2017
This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	11/7/2017
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	

Approval

The school plan was adopted by the council on:	11/7/2017
Public Notice Due Date:	11/7/2017
District Governing Board Review Due Date:	11/14/2017
School Site Plan Approved:	11/7/2017
Attested by School Principal:	11/7/2017
Attested by School Site Council Chairperson:	11/7/2017

Attested:

Alyssa Wooten		
Typed Name of School Principal	Signature of School Principal	Date
Shawntai Robertson		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date